

## Woodland Heights Elementary

1216 John B. White, Sr. Blvd.  
Spartanburg, SC 29306

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	388 Students	
<b>Principal</b>	Cynthia J. Pridgen	864-576-0506
<b>Superintendent</b>	Dr. Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Lynn Harris	864-576-4212

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	49	31	2	0

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Unsatisfactory	Yes

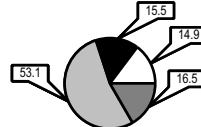
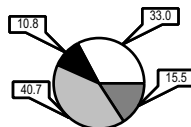
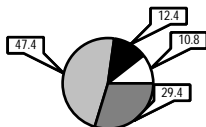
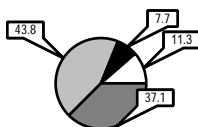
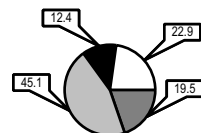
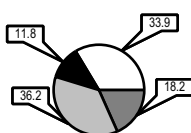
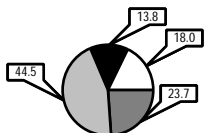
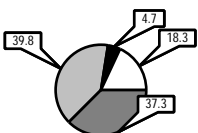
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	214	100.0	11.3	43.8	37.1	7.7	58.8	Yes	Yes
<b>Gender</b>									
Male	108	100.0	14.6	43.8	33.3	8.3	54.2		
Female	106	100.0	8.2	43.9	40.8	7.1	63.3		
<b>Racial/Ethnic Group</b>									
White	83	100.0	11.7	27.3	42.9	18.2	76.6	Yes	Yes
African American	111	100.0	10.9	54.5	33.7	1.0	47.5	Yes	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	190	100.0	9.3	43.0	39.5	8.1	61.6		
Disabled	24	100.0	27.3	50.0	18.2	4.5	36.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	214	100.0	11.3	43.8	37.1	7.7	58.8		
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	20.0	60.0	20.0	0.0	20.0	I/S	I/S
Non-Limited English Proficient	203	100.0	10.9	42.9	38.0	8.2	60.9		
<b>Socio-Economic Status</b>									
Subsidized meals	109	100.0	12.1	54.5	30.3	3.0	47.5	Yes	Yes
Full-pay meals	105	100.0	10.5	32.6	44.2	12.6	70.5		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	214	100.0	10.8	47.4	29.4	12.4	60.3	Yes	Yes
<b>Gender</b>									
Male	108	100.0	10.4	46.9	29.2	13.5	58.3		
Female	106	100.0	11.2	48.0	29.6	11.2	62.2		
<b>Racial/Ethnic Group</b>									
White	83	100.0	3.9	28.6	45.5	22.1	77.9	Yes	Yes
African American	111	100.0	13.9	63.4	17.8	5.0	46.5	Yes	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	190	100.0	7.0	48.3	30.8	14.0	64.0		
Disabled	24	100.0	40.9	40.9	18.2	0.0	31.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	214	100.0	10.8	47.4	29.4	12.4	60.3		
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	40.0	50.0	10.0	0.0	40.0	I/S	I/S
Non-Limited English Proficient	203	100.0	9.2	47.3	30.4	13.0	61.4		
<b>Socio-Economic Status</b>									
Subsidized meals	109	100.0	12.1	61.6	19.2	7.1	48.5	Yes	Yes
Full-pay meals	105	100.0	9.5	32.6	40.0	17.9	72.6		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	214	100.0	33.0	40.7	15.5	10.8	26.3
<b>Gender</b>							
Male	108	100.0	34.4	40.6	13.5	11.5	25.0
Female	106	100.0	31.6	40.8	17.3	10.2	27.6
<b>Racial/Ethnic Group</b>							
White	83	100.0	18.2	41.6	20.8	19.5	40.3
African American	111	100.0	42.6	40.6	12.9	4.0	16.8
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	190	100.0	31.4	40.1	16.9	11.6	28.5
Disabled	24	100.0	45.5	45.5	4.5	4.5	9.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	214	100.0	33.0	40.7	15.5	10.8	26.3
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	50.0	50.0	0.0	0.0	0.0
Non-Limited English Proficient	203	100.0	32.1	40.2	16.3	11.4	27.7
<b>Socio-Economic Status</b>							
Subsidized meals	109	100.0	40.4	45.5	12.1	2.0	14.1
Full-pay meals	105	100.0	25.3	35.8	18.9	20.0	38.9

<b>Social Studies</b>							
All Students	214	100.0	14.9	53.1	16.5	15.5	32.0
<b>Gender</b>							
Male	108	100.0	14.6	54.2	12.5	18.8	31.3
Female	106	100.0	15.3	52.0	20.4	12.2	32.7
<b>Racial/Ethnic Group</b>							
White	83	100.0	7.8	41.6	27.3	23.4	50.6
African American	111	100.0	18.8	61.4	10.9	8.9	19.8
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	190	100.0	12.8	52.9	17.4	16.9	34.3
Disabled	24	100.0	31.8	54.5	9.1	4.5	13.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	214	100.0	14.9	53.1	16.5	15.5	32.0
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	30.0	70.0	0.0	0.0	0.0
Non-Limited English Proficient	203	100.0	14.1	52.2	17.4	16.3	33.7
<b>Socio-Economic Status</b>							
Subsidized meals	109	100.0	19.2	61.6	12.1	7.1	19.2
Full-pay meals	105	100.0	10.5	44.2	21.1	24.2	45.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	66	100.0	10.9	29.7	40.6	18.8	59.4
	4	64	100.0	22.2	39.7	36.5	1.6	38.1
	5	69	100.0	15.9	58.0	24.6	1.4	26.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	84	100.0	2.7	25.7	54.1	17.6	71.6
	4	63	100.0	20.0	49.1	30.9	0.0	30.9
	5	67	100.0	13.8	60.0	23.1	3.1	26.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	66	100.0	6.3	50.0	31.3	12.5	43.8
	4	64	100.0	19.0	44.4	19.0	17.5	36.5
	5	69	100.0	13.0	52.2	18.8	15.9	34.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	84	100.0	6.8	45.9	29.7	17.6	47.3
	4	63	100.0	9.1	54.5	34.5	1.8	36.4
	5	67	100.0	16.9	43.1	24.6	15.4	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	84	100.0	14.9	45.9	25.7	13.5	39.2
	4	63	100.0	41.8	43.6	7.3	7.3	14.5
	5	67	100.0	46.2	32.3	10.8	10.8	21.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	84	100.0	8.1	43.2	23.0	25.7	48.6
	4	63	100.0	18.2	65.5	14.5	1.8	16.4
	5	67	100.0	20.0	53.8	10.8	15.4	26.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 388)</b>				
First graders who attended full-day kindergarten	96.8%	Up from 90.9%	100.0%	100.0%
Retention rate	3.5%	Up from 1.9%	2.9%	3.0%
Attendance rate	97.8%	Up from 97.6%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%	Down from 5.0%	3.8%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%	Up from 3.0%	3.2%	3.2%
Eligible for gifted and talented	19.4%	Down from 21.3%	14.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.8%	Up from 4.3%	8.7%	8.2%
Older than usual for grade	0.5%	Up from 0.2%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 32)</b>				
Teachers with advanced degrees	68.8%	Down from 72.7%	53.3%	52.6%
Continuing contract teachers	93.8%	Down from 100.0%	85.2%	83.3%
Highly qualified teachers	83.3%	Down from 93.8%	93.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	93.2%	Up from 89.5%	88.3%	87.0%
Teacher attendance rate	95.2%	Up from 94.3%	95.1%	95.0%
Average teacher salary	\$46,216	Up 1.7%	\$41,936	\$41,703
Prof. development days/teacher	8.9 days	Up from 7.7 days	13.0 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 8.0	5.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 16.8 to 1	19.0 to 1	18.8 to 1
Prime instructional time	92.5%	Up from 91.5%	90.0%	89.8%
Dollars spent per pupil*	\$7,250	Up 13.3%	\$6,059	\$6,242
Percent of expenditures for teacher salaries*	71.2%	Up from 69.8%	67.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.8%		89.4%	
Highly qualified teachers in high poverty schools	91.2%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our motto at Woodland Heights Elementary School, "Always for Children," provides the basis for all our child-centered initiatives to provide high standards of academic excellence in a caring, nurturing environment. Woodland Heights is a National Blue Ribbon School of Excellence, a Colin Powell's Flagship School of Promise, an Exemplary Writing School, a Red Carpet Customer Service Award winner, and a Carolina's First Palmetto's Finest Finalist. We strive to achieve excellence in all areas.

The mission of Woodland Heights Elementary School in an active partnership with the community is to provide each student with the highest quality education, which is conducive to social, physical, and intellectual growth, by providing meaningful educational experiences, a challenging curriculum, and a safe environment. Our curriculum and instructional programs benefit from an emphasis on active student learning, strong teacher leadership, active parental support, and community support and involvement.

Students continue to have an active voice in decisions through our K-5 student council. Meaningful suggestions from our youngest stakeholders have provided improvements to our school. Through our school-wide Wee C.A.R.E. (Children Are Reaching Everywhere) Program, four service learning projects afford students the opportunity to give back to the community and the world through the Spartanburg Animal Shelter, T.O.T.A.L. Ministries, Children's Miracle League Network, and the Spartanburg Children's Shelter.

Grant initiatives continue to provide additional resources to our school. Our school received \$30,000 in teacher grants from EIA Incentive grants, Junior League of Spartanburg Grants, and Book-It. Our Parent Teacher organization and School Improvement Council provided many contributions of time and resources to our students and teachers. Over 5000 hours were given to our school through our valuable Volunteer Program. Business Partnerships also provide students and teachers with support through donations, contributions, and support.

Woodland Heights Elementary School has a 42-year tradition of excellence in the community. It is our mission to continue to improve our total program by reaching one child at a time and remaining true to our motto, "Always for Children."

Principal, Cynthia J. Pridgen

School Improvement Council Chairperson, Meg Horne

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	32	58	43
Percent satisfied with learning environment	100.0%	94.8%	95.2%
Percent satisfied with social and physical environment	100.0%	93.0%	97.6%
Percent satisfied with school-home relations	96.9%	91.4%	85.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.